

Brown Edge Playgroup

Inspection report for early years provision

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218104

Inspection date

15/09/2011

Inspector

Parm Sansoyer

Setting address

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Type of setting

Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Brown Edge Pre-School Playgroup opened in 1976. It operates from the hall and a small room within Sandy Lane Youth and Community Centre in Stoke on Trent. All children share access to a secure enclosed outdoor play area. The playgroup serves the local and surrounding areas.

The playgroup is registered to care for a maximum of 26 children from two to eight years. There are currently 40 children on roll of whom all are in the early years age group. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The playgroup is in receipt of funding for the provision of free early years education to children aged three-and four-years-old. The playgroup supports children who speak English as an additional language. The playgroup is open Monday to Friday from 9.15am to 12.15pm and on a Tuesday, Wednesday and Thursday there is also an afternoon session from 12.15pm to 3.15pm. They also provide a holiday club for children, depending on need, on a Tuesday and Thursday from 9.30am to 12.30am.

The playgroup employs seven staff. Of these one holds a qualification at level 5 in early years, three hold a qualification at level 3 in early years, two hold a qualification at level 2 in early years and one is unqualified. They receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

A warm and caring approach helps children settle easily as they enjoy their time at the playgroup. Appropriate planning ensures children receive a varied range of experiences across all areas of learning but does not sufficiently help guide staff to maximise learning opportunities for children. Children's individual care needs are met well and their personal, social and emotional development mostly fostered well. There are appropriate systems in place to secure the children's safety and welfare, although, the written risk assessment is not sufficiently detailed. Partnership with parents and other agencies and professionals and the extent to which children adopt healthy lifestyles is good. The developing self-evaluation system identifies most of the strengths and areas for improvement and therefore, the capacity to maintain continuous improvement is satisfactory.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve the record of risk assessment so that it identifies all aspects of the environment and when and

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by whom it was checked (Premises, environment and equipment).

To further improve the early years provision the registered person should:

- plan and provide a broader range of experiences across all six areas of learning, paying particular attention to children's problem solving, reasoning and numeracy development and ensure the learning intention of activities is clear to further extend children's learning
- improve the range of strategies used to help children understand what is right and wrong and foster the importance of demonstrating care and consideration for others and the environment
- develop and build on the systems for monitoring and evaluating the early years provision to more effectively secure continuous improvement.

The effectiveness of leadership and management of the early years provision

There are clear written policies and procedures in place in relation to safeguarding children from abuse and neglect and there is a relevant designated member of staff with overall responsibility. All of the staff team understand their role and responsibilities in relation to safeguarding children. Recruitment and induction procedures are effective in ensuring that all staff are appropriately vetted, qualified and experienced. Staff supervise the children well and take positive steps to ensure all hazards to children are kept to a minimum. Consequently, children can move freely and safely both indoors and outdoors. However, the written risk assessment does not fully include all aspects of the environment that need to be checked and detail when and by whom it was checked. This is specific legal requirement of the Statutory Framework for the Early Years Foundation Stage, which has not been met. All other required records, policies and procedures are in place and help secure children health, welfare and safety.

The overall quality of teaching and learning is satisfactory. Children make reasonable progress through a varied range of experiences across all areas of learning. Children's progress, however, in problem solving, reasoning and numeracy is uneven as it is not consistently covered within the educational programme. Staff know the children well as they make regular observations of what children do, like and enjoy and therefore, plan interesting activities and experiences for their enjoyment. However, staff do not always place enough emphasis on raising achievement through ensuring that the learning intention of activities is clear. Consequently, the children's learning is not always consistently and fully extended. Adults are deployed well and spend much of their time interacting with the children and engaging them well. The environment indoors and in particular, outdoors is organised well to help children become active and creative learners. Supporting children with English as an additional language is a particular strength of the setting. Additional support is actively sought to help staff provide meaningful contexts in which children have opportunities to develop English and create opportunities to value linguistic diversity.

Partnerships with parents and carers and other settings, professionals and agencies are good. Parents are kept well informed as they receive detailed information about the provision, curriculum and its policies. Regular events, open days, theme days, including home folders and 'Bernie the Bear', which are well received, strengthen partnership working. Parents are kept well informed about their children's care and achievements. Links with the feeder schools and other settings that the children attend are strong and help support their care, education and transition.

The leader who works directly with the children and staff has a clear vision which is central to their work with the children. This clear ethos of providing an environment which children enjoy and where parents are fully included and welcomed is clearly evident. Self-evaluation is overall satisfactory and some progress has been made in the areas identified for improvement by the staff team and recommendations from the last inspection. However, self-evaluation is uneven in rigour and does not clearly identify all areas for improvement in helping raising children's achievement. Systematic appraisals are undertaken to enable staff to clearly identify any training needs and they are supported well to further raise their skills and qualification.

The quality and standards of the early years provision and outcomes for children

Children are welcomed into a relaxed and inviting environment and freely access a balance of child-initiated and adult-led activities. Children's personal, social and emotional development is fostered well. The structure of the session and positive relationships with the staff help children gain a real sense of belonging. Children are confident within their environment and seek to do things for themselves and easily move from one activity to another, showing appropriate levels of involvement in their play. Children like to join in play with individual children and groups of children. However, on occasions children do not demonstrate care and consideration for others and the environment because staff do not use a wide enough range of strategies, to help children understand what is right and wrong.

Children's communication, language and literacy is developing. Most children respond well during circle time where they discuss and share their experiences and complete the weather chart and calendar. A cosy book area which incorporates a selection of books and regular story sessions helps increase the children's fondness for books. Children enjoy music and singing, which helps further develop their language skills. Children develop an interest in early writing skills as they use a variety of writing materials for both indoors and outdoors.

Children are beginning to problem solve, count, sort and match as they build with construction toys and use puzzles, games and the computer. Staff use the daily routine well to help children count. However, children have few practical opportunities to recognise numerals, engage in early calculation and learn about and compare weight, capacity, and measurement and take part in early scientific

experiments through activities, such as the sand and water.

The children's knowledge and understanding of the world is supported well to help them make sense of the world. Children have meaningful opportunities to use their senses and explore natural items, such as, bark, twigs, fir cones and stones outdoors. The outdoor environment offers some good first hand experiences for children to find insects under logs and consider changes in the seasons. Children have been actively involved in digging, planting and caring for vegetables, such as potatoes and tomatoes. They have good planned opportunities to use their senses to explore texture and natural items. For example, a group of children use flowers and herbs from the garden and compare their scent, texture and colour, as they make perfume from them, in the bird bath. Children begin to gain an understanding of diversity through themed activities and access a variety of resources about other cultures and festivals.

Children have regular opportunities to use the paint, arts and crafts, sand and water to extend their creativity. The role play areas are popular with the children as they freely adopt roles and play imaginary games. Children respond well to what they hear, see, smell and touch, for example, as they play with the dough, shaving foam and clay.

The extent to which children adopt healthy lifestyles is good. Children have good opportunities to increase their physical skills daily through the broad range of resources on offer outdoors. In addition, children benefit from an external dance teacher and martial arts teacher, who carry out a weekly session with the children. Children learn about the importance of keeping healthy through discussion and themed activities and making healthy choices as eat and drink at playgroup. For example, they are provided with a healthy snack and encouraged to make healthy choices from their lunch boxes. Staff and children adopt effective hygiene practices in place to prevent the spread of infection. Children are beginning to learn to keep themselves safe as they learn about road safety on walks and through visits from the police and fire brigade. Children develop satisfactory skills for the future as they develop an understanding of the wider world through their play and communications.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met